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ABSTRACT

Four reports are presented detailing procedures for improving the employability of students enrolled in the Los Angeles Community College District's Skill Training Improvement Programs (STIP II). Each report was submitted by one of the four STIP II programs: Los Angeles Southwest College's program for computer programming: the programs for welding, machine shop operations: vending machine maintenance, and electronics offered by Los Angeles Trade-Technical College: and the two programs offered by Los Angeles Valley College--computer operation and machine shop occupations. The procedures detailed in the reports are similar, but contain variations based on the occupation involved, staffing, and other factors. Outlined in the reports are procedures for: (1) the assessment of individual student employability, based on his/her job history, abilities, aptitudes, and goals: (2) the identification of barriers to employment in the field, such as lack of transportation or child care, drug abuse, or personal or academic problems: and (3) the development and implementation of an individualized employability plan detailing the training and counseling efforts required to overcome these barriers and assist the student in reaching his/her vocational goal. Outside support agencies which may be required in counseling students are also listed in the final two reports. (JP)

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SITP II
SKILL TRAINING IMPROVEMENT PROGRAMS
ROUND II

EMPLOYABILITY PLANNING PROCESS

Los Angeles Community College District
Division of Educational Services
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September 5, 1979

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JC 810 005

STIP II

EMPLOYABILITY PLANNING PROCESS

Los Angeles Community College District

The Employability Planning Process for the Skill Training Improvement Programs (STIP II) in the Los Angeles Community College District focuses on the individual and aims to actively involve the participant with the program staff to make decisions about occupational goals. Steps necessary to accomplish these goals will be identified and the responsibilities of the participant and staff will be clearly defined. It will serve to inform the participant and staff of problems and solutions to employability. The process is based on an awareness of the particpant of the process itself.

In STIP II at the Los Angeles Community College District there are three locations:

LOCATION	OCCUPATIONAL AREA	NUMBER OF PARTICIPANTS
Los Angeles Southwest College 1600 West Imperial Highway Los Angeles, California 90041	Computer Programming	40
Los Angeles Trade-Technical College 400 West Washington Boulevard Los Angeles, California 90015	Welding Machine Shop Automatic Vending Machine Electronics	25 25 25 32
Los Angeles Valley College 5800 Fulton Avenue Van Nuys, California 91401	Computer Operator Machine Shop	34 30

An Employability Planning Process is attached for each of the programs. There are similarities but each program process may vary based on occupation, staff or other reasons.

EMPLOYABILITY PLANNING PROCESS

STIP II

Computer Programmer Training
LOS ANGELES SOUTHWEST COLLEGE
LOS ANGELES COMMUNITY COLLEGE DISTRICT

I. Assessment

II. Development of Employability Plan

III. Implementation of Employability Plan

IV. Monitoring of Employability Planning Process

EMPLOYABILITY PLANNING PROCESS

STIP II

Computer Programmer Trainee

Los Angeles Southwest College

Los Angeles Community College District

I. ASSESSMENT OF EMPLOYABILITY

As part of the intake process information will be obtained from applicants about past work experiences, abilities, interests, needs and barriers to employability which will be used as part of the selection process in the intake process. Past educational experiences will be carefully reviewed for problems. Tests will be administered to assess achievement levels.

Prior employment history will be analyzed for trends, problems and strengths during intake. Barriers to unemployment will also be identified in the intake process. This initial assessment will also depend heavily upon the ability of the staff to achieve an awareness of the applicant's viewpoint. As a result of careful assessment applicants will be accepted for enrollment. The Intake/Counselor/ Job Developer is primarily responsible for these activities.

II. DEVELOPMENT OF EMPLOYABILITY PLAN

Within ten days of enrollment the participant and the Intake/Counselor/ Job Developer will work together to complete the participant employability development plan (SD-2). The program staff will inform the participant of opportunities in the occupational area of training, addressing local labor market conditions in terms of opportunities, wages and trends. Using previous information obtained on past education, the staff will complete the SD-2. The intent is to develop an understanding of how these factors will affect the planning and achievement of employment goals. This requires an honest, frank and realistic assessment, and a understanding of participant's attitudes and concerns.

Then, a plan to address and resolve problems in a step by step process will be stated. Long range and short range goals are identified along with methods of achieving them. In the case of this program the participants are already screened for interest in the data processing industry. However, the staff will be alert to confusion, doubt or changes in participants desires, from the initial interview and will seek to identify reasons for same.

Any supportive services required will be identified and ways to obtain these services will be worked out with the participant. Existing deliverers of supportive services such as free clinics, legal aid, and child care will be contacted for assistance. On-going programs in counseling and tutoring at the college will also be used. Emergency supportive services can be requested by the student. Availability will depend on the budget.

III. IMPLEMENTATION AND EVALUATION

The staff will meet at least monthly to review in detail each participants progress, identify any changes required in the Employability Plan. This review will be based on records of performance, attendance and attitude. The Intake/Counselor/Job Developer will meet with the participant to discuss the evaluation and obtain input from the participant. At the request of the participant or at the request of staff, meetings will be held whenever needed to address problems.

Job development will commence with the submittal of the Employability Development Plan. At monthly meetings with each participant and in the job development workshops, skill in job development will be acquired. As the participants demonstrate sufficient performance levels, interviews will be arranged and intensive job development will begin. This will probably occur in the last four months of the program. The Intake/Counselor/Job Developer will be responsible and will be in constant contact with the participants during classroom training, during job development and during follow-up.

IV. MONITORING

The Instructor/Coordinator and Intake/Counselor/Job Developer will monitor the Employability Planning Process to ensure that prescribed activities are occurring. Problem areas or lack of progress will be identified. Also, the students will be notified and kept informed of their progress and when they are to move into job development.

EMPLOYABILITY PLANNING PROCESS

STIP II

LOS ANGELES TRADE-TECHNICAL COLLEGE

Los Angeles Community College District

LOS ANGELES TRADE-TECHNICAL COLLEGE

CETA-STIP

EMPLOYABILITY PLANNING PROCESS

Comprehensive Assessment Following Enrollment

Within ten days of enrollment, the client participates in an assessment of employability based on the results of diagnostic testing, vocational aptitude evaluation and teacher/counselor/participant. At this time a plan is developed according to the needs and capabilities of each client. This plan constitutes a prescription for success which will lead to gainful employment.

This prescription for successful completion of training includes a diagnosis of supportive service needs which may include legal, medical, or supplementary education information. These needs will be met at the College except in these instances where a referral must be made to a local agency better qualified to provide a particular type of service.

In order that a student may measure progress, he participa tes in a monthly evaluation which is placed in his file folder. This evaluation will allow for modification of the initial plan, as well as an opportunity to assess any supportive service needs.

Supportive services will be provided to the participant for the purpose of identifying potential problem areas. Detailed documentation will be maintained in participants folder. All tests are administered and interpreted by fully credentialed personnel. These services include the following:

A. Counseling
B. Legal Assistance Referrals
C. Minor Medical Assistance
D. Information and Referrals to Other Colleges and Adult Education Schools
E. G.E.D. Counseling and Referral for Testing

Employability Development Planning

The employability development plan is the result of a joint effort of the participant and counselor.

The plan establishes the qualifications needed to achieve the vocational goals, shows the training and counseling needed to qualify the participant for his goals, names the person who will aid the participant accomplish the qualifications necessary to achieve his vocational goal, lists the supportive services necessary to achieve established goals, and names the person or persons responsible for providing the services.

Plans are prepared within ten days of enrollment, signed by participant and counselor, and are reviewed monthly. The participant will be assigned to those activities only, which are identified in the plan as necessary to the achievement of the vocational goal. As part of the constant review process, the need for services will be established on an individual basis.

Supportive services will be coordinated with community agencies, so that, where possible, referrals will be without cost to the contract.

Coordination is constantly maintained among counseling, training, and placement units to provide services as participants' needs are identified.

EMPLOYABILITY PLANNING PROCESS

STIP II

COMPUTER OPERATOR

LOS ANGELES VALLEY COLLEGE

Los Angeles Community College District

EMPLOYABILITY PLANNING PROCESS

STIP II

COMPUTER OPERATORS
Los Angeles Valley College
Los Angeles Community College District

The pervasive goal of this program is to find suitable employment for each individual enrolled in this program. Each student must be evaluated on an individual basis, taking into account his/her unique background, needs and conditons.

BACKGROUND

Upon acceptance into the program, each student will fill out a detailed work history. He/she will also be questioned about hobbies, social groups and leisure time activities. The information provided will be discussed by the student and staff member and will provide complete information such as jobs held, type of work performed, salary earned, aptitudes, interests, and abilities. This discussion will provide the student the opportunity to express his/her short and long range vocational and employment goals. It will also provide an indication of attitudes toward a working environment. The information will be recorded in the student's file.

An outline of steps leading to the goals will be recommended by the staff member. Staff support and the availability of supportive services will be explained.

BARRIERS TO EMPLOYMENT

A professional educator will be counseling with each student to review previous education and work history to establish employment goals. Barriers to employment will be identified and an assessment will be made of applicant's potential for success. Barriers may be lack of transportation, very low academic level, lack of child care, substance abuse, medical problems, personal problems, difficulty in getting along with others and lack of self-confidence.

The director and/or staff member will outline a plan of action to overcome these barriers such as special assignments, supportive services and outside resources. Responsibilities for various aspects of this plan will be made clear to the student, and he will know that there will be periodic reviews of the plan and his/her progress.

There will be a free flow of information among all staff members and reports of progress or regression will be carefully documented, along with student reaction and comments.

If changes occur in the employability plan, the staff will redesign the plan to fulfill the needs of the student. This change can be made at any time during the program, but the EDP will be specifically reviewed once each month as staff members review the general progress of each student.

SUPPORTIVE SERVICES

Where there is indication of need, the student would be referred, by the director or staff member, to nonCETA funded services. On campus, the student will have access to the learning center, reading clinic and individual tutoring. Job counseling and job development will be carried out by the director, the job developer and the staff, and any additional counseling required will be available through the College career counseling center.

A student may be referred to any one of the nonCETA funded services listed in Exhibit EDP-1, attached, as required.

EXHIBIT EDP-1

Counseling available by the following support services:

Gamblers Anonymous
Child Abuse
Make Today Count
Valley Warm Line
Hangup Clinic
Friends of the Family
Narcotics Anonymous
Cri-Help
Olive View Mental Health Clinic
BRIDGE
Helpline
Suicide Prevention
Rape Hotline
Right to Life
Valley Hotline
CSUN Helpline
UCLA Helpline
Hollywood Lifeline
Verdugo Valley Hotline
Runaways
Families Anonymous
Emotional Health Anonymous
Valley Free Clinic
Al-Anon
Veterans Hotline
Overeaters Anonymous
V.D. Hotline
Alcoholics Anonymous
Gam-Anon
Children's Hospital
Seniors
PTA TV Violence Hotline
ASSERT
Metropolitan Psychiatric Services
Mental Health Smoking & Weight Clinic
L.A. Sex Information

EMPLOYABILITY PLANNING PROCESS

STIP II

MACHINE OPERATOR

LOS ANGELES VALLEY COLLEGE

Los Angeles Community College District

EMPLOYABILITY PLANNING PROCESS

STIP II

MACHINE OPERATORS
Los Angeles Valley College
Los Angeles Community College District

WORK HISTORY

Each student will fill out a work history including jobs held, type of work performed, and salary earned. This work history will also contain notations of aptitudes, abilities, and interests. Other information will be included such as hobbies, craft projects completed, and membership in social groups, and leisure time activities.

BARRIERS TO EMPLOYMENT

The professional educator will counsel with each student and review the participant's previous work history and establish employment goals. Barriers to employment will be identified as well as other factors affecting employability. Students will be given special assignments and all consideration to help them overcome these barriers.

EMPLOYMENT GOALS

All students will be made aware of the job opportunities, potential for advancement, and career possibilities throughout the program. In cooperation with the instructor, students will identify their individual employment goal.

SUPPORT SERVICES

Entrance test scores, classroom tests, and interview data will be used to determine special needs of students such as basic skills in reading, writing, arithmetic, and social skills. Where students' needs indicate, support services will be provided in the college learning center, reading clinic, and individual tutoring. Each of these services will be provided at a level and duration that is necessary for individual remediation. Referral of students to these programs will be on recommendations of the coordinating instructor. He will be responsible for job development activities, job counseling, operation training for participants to achieve short range goals. The time frame for each goal will be dependent upon the individual need of the student. Each student needing special services will make an agreement with the instructor as to special help needed and the goal of this help and the duration of the service. The instructor will be personally responsible for the completion of each of these activities. This agreement will be signed by the individual participant, and a copy shall be submitted to the city within ten working days of participant's enrollment.

Each participant's employability plan shall be reviewed at least once a month. Employability plan and any changes or modifications of the plan shall be prepared in accordance with instructions in the Prime Sponsors Management Information System User's Manual.

SUPPORT SERVICES

MEDICAL SERVICES AVAILABLE TO LOS ANGELES VALLEY COLLEGE CETA STUDENTS

Los Angeles Valley College has a nurse on duty.

Other medical facilities available to CETA students are:

Van Nuys Youth Center
Medi-Cal
Health Department, North Hollywood
Canoga Park
Van Nuys
Olive View

CHILD CARE SERVICES AVAILABLE TO LOS ANGELES VALLEY COLLEGE CETA STUDENTS

Los Angeles Valley College can accept a limited number of children in the afternoon. Private child care services in the community are San Fernando Valley Child Care Resource Center, Van Nuys City Hall.

LEGAL SERVICES AVAILABLE TO LOS ANGELES VALLEY COLLEGE CETA STUDENTS

Students who have paid their student body fee are eligible to receive free legal advice each Tuesday afternoon. Legal Aid is available to all residents of the San Fernando Valley.

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

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